

Measure Up

Spring 2009

Assessment news for twelfth-grade teachers



Did You Know?

- Results from the 2008 long-term trend and arts assessments will be released later this year. They will be posted at <http://nationsreportcard.gov>.
- There are sample long-term trend items in reading and mathematics on pages 2 and 3.
- NAEP 2010 will include national assessments in U.S. history, civics, and geography.

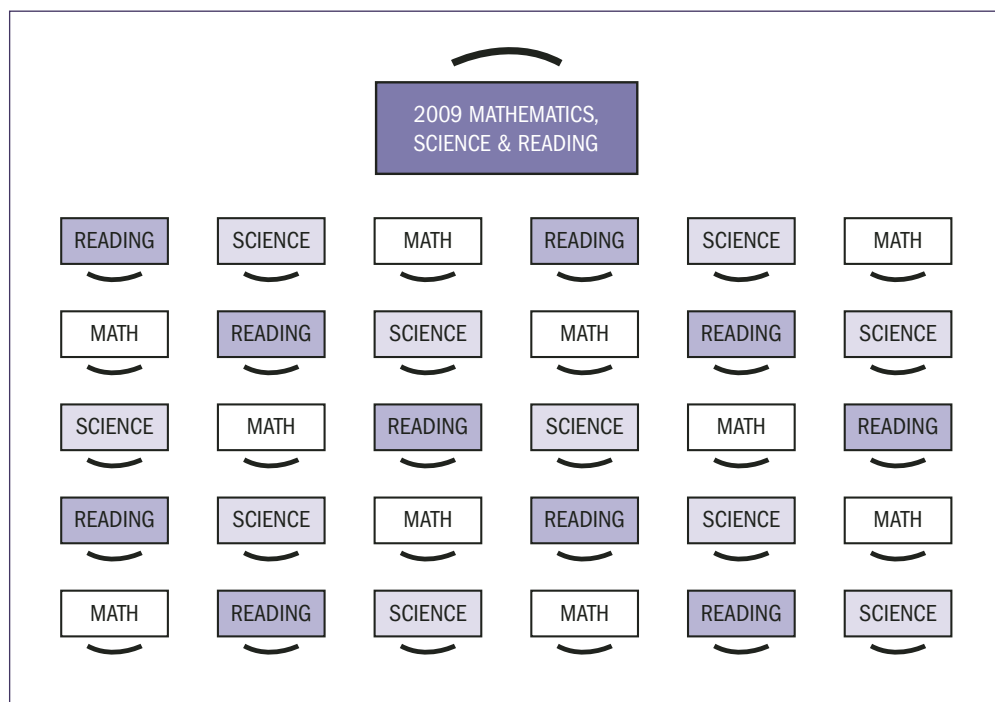
A Typical Testing Session

Every year, NAEP assessments are given in multiple subjects in the same classroom. The diagram below shows a typical classroom, with the teacher's desk at the top and 30 student desks. The diagram shows the distribution of the test booklets.

booklets that contain different items. This ensures both test security and that there is a sufficient number of responses to each item. Since NAEP does not report at the student level, no student takes the entire set of items.

Students sitting next to each other do not take the same subject. In addition, students taking the same subject will often have test

For more information about NAEP administration and other frequently asked questions, visit <http://nces.ed.gov/nationsreportcard/faq.asp>.





Long-Term Trend: Reading

The long-term trend reading assessment was designed to measure students' ability to locate specific information; make inferences based on information in two or more parts of a passage; and identify the main idea in a passage. The assessment requires students to read and answer questions based on a variety of materials, including informational passages,

literary texts, and documents. Students' comprehension of these materials is assessed with both multiple-choice and constructed-response questions. The set of reading passages and questions included in the trend assessments has been kept essentially the same since 1984. See below for sample questions and 2004 performance results for 17-year-olds.

Question 1:

85% of 17-year-olds gave the correct response, C.

Question 2:

80% of 17-year-olds gave the correct response, C.

Question 3:

19% of 17-year-olds gave an elaborated or satisfactory interpretation. A satisfactory response gave at least two ways (at least one of which is somewhat elaborated) the writer made the javelin throw seem to take a long time. Or, it gives a generalization and supports it, but compared to "elaborate" papers, the presentation seems underdeveloped or uneven.

1. Read the sentences in the paragraph below and choose the sentence that does NOT belong with the others.

Colorado is a western state with many mountains. Colorado has more than 1,000 peaks two miles high. Gold was discovered in Colorado in 1859. A total of 54 of the 69 highest mountains in the United States are in Colorado.

- A) Colorado is a western state with many mountains.
- B) Colorado has more than 1,000 peaks two miles high.
- C) Gold was discovered in Colorado in 1859.
- D) A total of 54 of the 69 highest mountains in the United States are in Colorado.

Questions 2 and 3 are based on the story below.

2. What is the main reason the writer wrote this story?

- A) To express an athlete's feeling of failure.
- B) To provide information about javelin throwing.
- C) To describe how it feels to throw the javelin.
- D) To encourage people to take up javelin throwing.

3. Here is one student's impression of the story:

When I watch throwing javelin on television, everything seems to happen in a split second. First, the javelin is in the thrower's hand and the next thing you know the official is out there measuring how far the javelin was thrown. In this story, though, throwing the javelin seems to take a long time.

Throwing the Javelin

The scent of honeysuckle seemed to linger in the air and joined itself with the sweet odor of freshly cut grass. I slipped out of my bright red sweats and flung them to the base of the tree. I picked up the javelin, stuck point down in the turf. I stretched my arms with the javelin behind my neck. Out of habit, I stood and held the javelin in my left hand, and with the thumb of my right forced small clumps of dirt from the tip. I searched for a target. Picking a spot in a cloud moving towards me I cocked the javelin above my shoulder and regulated my breathing. My right foot was placed on the first mark and my left foot rested behind. My eyes were focused on one abstract point in the sky. Pierce it. I built up energy. Slowly, my legs flowed in motion, like pistons waiting for full power and speed. I could feel my legs churning faster, the muscles rippling momentarily, only to be solidified when foot and turf met like gears. Hitting the second mark, I escaped from the shadow of the tree and was bathed in sunlight....Left foot forward...javelin back, straight back,... turn now, five steps...three, four...stretch, the clouds, the point...turn back, throw the hips...chest out...explode through the javelin...terminate forward motion, release.

The muscles of my right leg divided in thirds just above my knee, as the full weight of my body in motion was left to its support. Skipping, I followed through and watched the quivering javelin climb as it floated in the oncoming wind. For a moment, it reflected the sunlight and I lost sight of the javelin. The javelin landed quickly, piercing the ground. I heaved in exhaustion, and perspiration flowed from my face and hands. Before me the field stretched and I attempted to evaluate my throw. I was pleased. The smell of honeysuckle again drifted into my senses and somehow, I had a feeling of accomplishment I could just as easily have experienced had I thrown poorly.

Think about the story. Think about the way in which the writer created the impression that this javelin throw took a long time. Write your explanation on the lines provided.

Long-Term Trend: Mathematics

The long-term trend mathematics assessment was designed to measure students' knowledge of basic facts; ability to carry out numerical algorithms using paper and pencil; knowledge of basic measurement formulas as they are applied in geometric settings; and ability to apply mathematics to daily-living skills (such as those related to time and money). The assessment has a computational focus and contains a range of multiple-choice and constructed-response questions. It covers the following topics: numbers and numeration; measurement; shape, size, and position; variables and relationships; and

mathematical application, knowledge, skills, and understanding. The mathematics trend assessments contain questions designed to measure performance on sets of objectives developed by nationally representative panels of mathematics specialists, educators, and other interested parties. Although some changes were made from assessment to assessment prior to 1990, some questions were retained from one assessment to the next to measure trends in achievement over time. See below for sample questions, student responses, and 2004 performance results for 17-year-olds.

**NAEP 2009
reading results
will be released
in 2010.**

1. Find the products.

$$3 \times 2\frac{1}{3} =$$

2. Carlos' basketball team won 75% of its games last season. If they played 80 games, how many games did they win?

- A) 20 B) 60 C) 68 D) 75

3. The following statement is true: "If Sally goes to the movie, Mark will go also." Which statement below could NOT be true?

- A) Sally and Mark both go to the movie.
B) Sally goes to the movie and Mark does not go.
C) Mark goes to the movie and Sally does not go.
D) Neither Sally nor Mark goes to the movie.

A triangle has a 120° angle. Indicate whether each of the following MUST be true, MAY be true or CANNOT be true about the triangle.

4. The triangle is a right triangle.

- | | | |
|------------------------|-----------------------|--------------------------|
| Must
be true
(A) | May
be true
(B) | Cannot
be true
(C) |
|------------------------|-----------------------|--------------------------|

5. The triangle is an isosceles triangle.

- | | | |
|------------------------|-----------------------|--------------------------|
| Must
be true
(A) | May
be true
(B) | Cannot
be true
(C) |
|------------------------|-----------------------|--------------------------|

6. The triangle is equilateral.

- | | | |
|------------------------|-----------------------|--------------------------|
| Must
be true
(A) | May
be true
(B) | Cannot
be true
(C) |
|------------------------|-----------------------|--------------------------|

7. According to the table, what is the total amount of protein contained in two boiled eggs and one-half cup of whole milk?

Answer: _____

Nutritive Value of Certain Foods				
	Measure	Calories	Protein (grams)	Carbohydrates (grams)
Banana, raw	1	100	1	26
Beef hamburger	3 oz.	245	21	0
Whole milk	1 cup	160	9	12
Doughnut	1	125	1	16
Eggs, boiled	2 eggs	160	13	1

- To use released long-term trend questions in the classroom, teachers should visit <http://nces.ed.gov/nationsreportcard> and select "Sample Questions."
- From there, teachers can select "Search Options" and "Long-Term Trend Questions," followed by the subject and age 17. A series of questions will appear and teachers can review the questions, sample student responses, and performance data for students nationwide.

Question 1:

48% of 17-year-olds gave the correct response, 7.

Question 2:

72% of 17-year-olds gave the correct response, B.

Question 3:

55% of 17-year-olds gave the correct response, B.

Question 4:

70% of 17-year-olds gave the correct response, C.

Question 5:

66% of 17-year-olds gave the correct response, B.

Question 6:

58% of 17-year-olds gave the correct response, C.

Question 7:

40% of 17-year-olds gave the correct response, 17.5.

What is The Nation's Report Card™ ?

The Nation's Report Card™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

For more than three decades, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. By collecting and reporting information on student performance at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement and relevant variables is collected. The privacy of individual students and their families is protected, and the identities of participating schools are not released.

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Access specific results for a grade level, subject, jurisdiction, and/or student groups	The NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata
Find information regarding the types of questions used on NAEP assessments or view subject-specific questions	The NAEP Questions Tool at http://nces.ed.gov/nationsreportcard/itmrls
Download a Sample Questions Booklet that contains sample test questions for the upcoming and previous assessments	The National Center for Education Statistics at http://nces.ed.gov/nationsreportcard/about/booklets.asp
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Offer a comment or suggestion on NAEP	The National Center for Education Statistics mailbox at http://nces.ed.gov/nationsreportcard/contactus.asp
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